

**Jacob K. Javits Gifted and Talented  
Students Education  
(CFDA No. 84.206)**

## **I. Legislation**

Part B of Title X of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1994, P.L. 103-382 (20 U.S.C. 8031– 8037) (expires September 30, 1999).

## **II. Funding History**

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1989	\$7,904,000	1993	\$9,607,000
1990	9,888,000	1994	9,607,000
1991	9,732,000	1995	4,600,000
1992	9,732,000	1996	3,000,000

## **III. Analysis of Program Performance**

### **A. Goals and Objectives**

The purposes of this program are (1) to provide financial assistance to state and local education agencies, institutions of higher education, and other public and private agencies and organizations to enable them to initiate a coordinated program of research, demonstration projects, personnel training, and similar activities designed to build a nationwide capability in elementary and secondary schools to meet the special educational needs of gifted and talented students; (2) to encourage the development of rich and challenging curricula for all students through the appropriate applications and adaptation of materials and instructional methods developed under this part; and (3) to supplement and make more effective the expenditure of state and local funds for the education of gifted and talented students.

### **B. Strategies to Achieve the Goals**

#### **Services Supported**

Authorized activities include (1) preservice and in-service training of personnel involved in gifted and talented education; (2) operation of model or exemplary programs to identify and educate gifted and talented students; (3) provision of technical assistance and information dissemination, including ways in which gifted and talented programs and methods, where appropriate, may be adapted for use by all students; and (4) support for state education agencies and institutions of higher education to assist public and private schools' operation of gifted and talented education programs.

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In FY 1995, one new grant, a technical support services grant, was awarded and 10 continuations grants for providing services for poor and minority students were funded.

In FY 1996, eight discretionary grants were awarded for programs focusing on providing services for poor and minority students. These eight grants will be funded through FY 1998.

The program also sponsors national leadership activities in which experts are convened to generate publications related to the education of gifted and talented students and to help frame a national discussion on education for gifted and talented students.

In addition, this program supports a research center for gifted and talented education using no more than 30 percent of its total appropriation. An FY 1995 competition (competitions are held every five years) awarded a grant of \$1,250,000 to a consortium led by the University of Connecticut and including the University of Virginia and Yale University. A continuation grant of \$900,000 was provided in 1996. On-going research at the National Research Center on Gifted and Talented Education includes (1) evaluation of current methods of identifying gifted students; (2) examination of classroom practices and gifted and talented programs to determine their effectiveness in challenging students; (3) study of new ways to measure the talents of students from historically underrepresented groups; and (4) evaluation of alternative ways of preparing teachers of gifted and talented students.

### **C. Program Performance—Indicators of Impact and Effectiveness**

The program has established three objectives:

1. Develop promising practices and approaches that have potential to improve teaching and learning for gifted and talented students who are economically disadvantaged, limited English proficiency, or have disabilities.
2. Evaluate the results of funded activities to determine the effectiveness in improving teaching and learning for gifted and talented students who are economically disadvantaged, have limited English proficiency, or have disabilities.
3. Disseminate information on effective practices that hold promise for improving teaching and learning.

Performance indicators are under development.

## **IV. Planned Studies**

1. The Expert Panel on Promising and Exemplary Practices in the education of gifted and talented students will begin work on a study in 1998. This panel is one of several authorized in OERI's reauthorizing legislation. In accordance with this legislation, expert panels in various content areas will be formed in 1997 for the purpose of identifying promising and exemplary practices in their respective areas.

2. The National Research Center on Gifted and Talented Education is conducting an internal evaluation of its activities. Findings will be reported in 1999.

## **V. Sources of Information**

Program files.

## **VI. Contacts for Further Information**

Program Operations: Pat O'Connell Ross, (202) 219-2169

Program Studies: Collette Roney, (202) 401-5245